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ABSTRACT

Guidance techniques for use with children are discussed in this set of training materials, part of an overall curriculum for Child Development Associate trainees. Topics presented include the following: (1) principles of human behavior according to such theories as psychoanalysis, humanistic psychology, and social learning theory; (2) common behavior problems in children, with a focus on types and severity of problems; (3) guidance in the child's early years, formulated around the principles of affection, respect, help, and approval; (4) direct and indirect guidance techniques; (5) the importance of self-understanding on the part of teachers; and (6) reasons for failure of guidance techniques when environmental and/or personal factors are mismanaged. The objectives of this curriculum guide are to enable trainees to distinguish between accidents and misbehavior among preschoolers, to select guidance techniques appropriate for the individual child, to identify problems requiring professional help, and to use a variety of positive guidance and discipline techniques. (Author/DB)

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CHILD DEVELOPMENT ASSOCIATE:

BEHAVIOR AND GUIDANCE

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OSCAR ROSE JUNIOR COLLEGE

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OKLAHOMA CHILD DEVELOPMENT ASSOCIATE CURRICULUM

BEHAVIOR AND GUIDANCE

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CHAPTER I

INTRODUCTION

RATIONALE

The principles of behavior and guidance should direct individuals toward methods for guiding behavior to foster positive growth and development in children and thereby help them toward adulthood and self-discipline.

Children have many behaviors in common, but each individual responds to guidance in a unique way. The teacher must develop several positive techniques for directing behavior and must recognize which is most effective with individual children. Since guidance is not limited to directing or controlling children's actions, other aspects for fostering growth and development become important.

Teachers must also develop the ability to recognize social problems in children which will hinder their development. Once the problems are recognized, they should know the agencies or individuals in the community to which children and their families may be referred for help and correction of the problem.

Accomplishment of the objectives in this area will foster the individual's development of the following competencies as defined by the Child Development Associate Consortium:

Establishes and maintains a safe and healthy learning environment.

Builds positive self-concept and individual strength.

Promotes positive functioning of children and adults in a group.

OBJECTIVES

Upon completion of this area the trainee will be able to:

1. Recognize the difference between accidents and misbehavior in preschool children and demonstrate this by the appropriate response to situations in the child development center.

2. Demonstrate an understanding of individual differences in children by selecting the best technique for working with each child in any given situation.

3. Identify social problems in children in the center that require professional or outside help and select or recommend the referral agency or service in the community that can provide these services for the child and family.

4. Demonstrate the use of a variety of positive techniques for guidance and discipline with children in the classroom, depending on the child, the situation, and the technique which will prove most effective.

5. Demonstrate the techniques of verbal and non-verbal guidance; direct and indirect guidance; and voice control and body language to direct children's activities.

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CHAPTER II

DEFINITIONS OF TERMS

1. Affection---Having warm regard for; can be expressed either verbally or non-verbally.

2. Affective guidance---The interactions between the child and the teacher that are especially related to emotions.

3. Aggressive behavior---Usually caused by much hostility and/or frustration. The child usually deliberately attacks others without provocation.

4. Angry behavior---Usually overt, showing strong feelings of displeasure. The child may hit other children, tear down their block structure, or yell loudly. However, this behavior is usually short-lived (unlike the aggressive child) and is relieved after the situation is alleviated.

5. Anxious behavior---Usually caused by lack of security and/or fear. Usually a painful uneasiness of mind is evidence by a taut facial expression, "worried look," excessive crying, lack of sociability, reluctance to participate in activities, or more aggressively by hitting or becoming stimulated easily.

6. Approval---The act of having or expressing a favorable opinion.

7. Authority pattern---The manner in which decisions and directions are given.

8. Behavior---The manner in which one acts, reacts, or performs.

9. Behavior reinforcers---Types of rewards (activity, material, and people) that may be used in positive guidance approaches.

10. Consequences of action---What happens after we do something.

11. Destructive behavior---Sometimes caused by hostility, but often caused by lack of physical coordination or lack of knowledge that something "breaks." Behavior characterized by child destroying equipment or "bumping" into other children and projects, usually unintentionally.

12. Direct guidance---All that adults do directly with children to influence their behavior.

13. Disruptive behavior---Primary offenses against acceptable behavior and good order.

14. Environmental influences---Experiences in the home and community that shape personality and attitudes.

15. Genetic influences---Inherited tendencies such as poor hearing, sight, physical handicap, physical stature, etc.

16. Guidance---Efforts made by adults to influence, directly or indirectly, the behavior of the child.

17. Imitation (modeling)---Copying of the behavior of others.

18. Indirect guidance---All that adults do with management of the space, the equipment and materials, and the people in the child's environment to influence the child's behavior.

19. Jealous behavior---Usually caused by lack of security. Behavior is characterized by demanding complete attention (unable to share adult or peer), being suspicious of others as rivals. The behavior is usually quite dependent.

20. Kiochemical influences---Includes the functioning of the numerous glands in the body that affect the emotions.

21. Limit---Boundaries or restrictions placed on a situation.

22. Negative guidance techniques---Negative means of motivating acceptable behavior that uses punishment to motivate the acceptable behavior.

23. Physical guidance---The use of physical contact to influence the child's behavior.

24. Positive guidance techniques---Positive means of motivating acceptable behavior that uses punishment to motivate the acceptable behavior.

25. Respect---The act of giving consideration or particular attention to.

26. Self-control---The ability to act according to the commands of oneself without supervision/restraint of another.

27. Self-understanding---The ability to understand one's own feelings and behavior.

28. Severe emotional disturbance---Involves behavior that indicates unhealthy emotional development.

29. Shy behavior---Usually caused by lack of self-confidence, and/or fear. Behavior is characterized by being timid, distrustful, wary, bashful, hesitant to participate with other children, and hesitant in meeting new situations. Often the child is the "watcher" in the group.

30. Strategic position---One which gives you the greatest overall view of a situation.

31. Verbal guidance---The use of words to influence the child's behavior.

CHAPTER III

PRINCIPLES OF HUMAN BEHAVIOR

RATIONALE

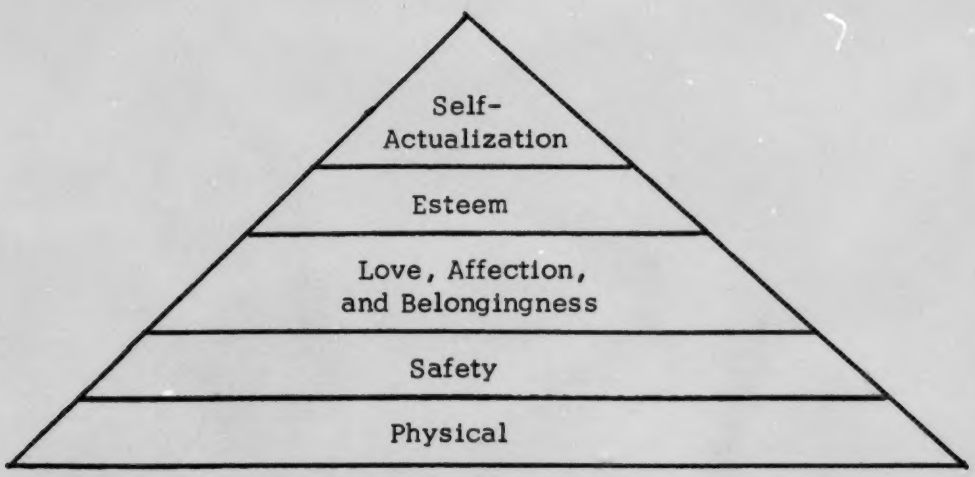
Gaining an insight into human behavior requires that teachers of young children have an understanding of some of the basic theories which explain behavior. It is not important that teachers pick one theory and follow it, but that they become acquainted with the variety of theories and work out their own approaches to dealing with children's behaviors.

ESSENTIAL CONTENT INFORMATION

I. MASLOW'S HIERARCHY OF HUMAN NEEDS

Human needs may be grouped in five categories. Beginning with the physical, these needs ascend to the highest need---self-fulfillment. Until the most basic needs are met, the others often do not manifest themselves.

Notice on the following pyramid, beginning at the base, the order in which these needs are usually felt:



II. SOME PROGRESS INDICATORS OF SOCIAL DEVELOPMENT, FIRST FIVE YEARS

Behavior Item	Age Expected (Weeks)
Responds to smiling and talking	6
Withdraws from strangers	32
Responds to "bye-bye"	40
Plays pat-a-cake	52
Waves "bye-bye"	52
	(Years, Months)
Is interested in and treats another child like an object rather than a person	1-6
Plays alone	1-6
Has much interest in and watches other children	2
Begins parallel play	2
Begins to resist adult influence; wants to be independent	2-6
Is self-assertive; difficult to handle	2-6
Is in conflict with children of own age	2-6
Refuses to share toys; ignores requests	2-6
Begins to accept suggestions	3
Is independent of mother at nursery school	3
Tends to establish social contacts with adults	3
Shows imitative "me, too" tendency	3
Begins strong friendships with peer associates, with discrimination against others in group	3-6
Has definite preference for peer mates	4
Shows preference for children of his own age	5
Shows protective, mothering attitude toward younger sibling	5

III. LEARNING THEORY - BEHAVIOR MODIFICATION

A. Those behaviors in your child which you want to increase in frequency should be rewarded. Those behaviors you want to decrease in frequency should be punished.

B. The balance of reinforcement should be on the side of the positive. For generations parents have been aware of the conditioning power of negative reinforcers such as spankings, scoldings, loss of privileges, etc. However, what most parents have never realized is the tremendous potential of positive reinforcers such as candy, praise,

extra privileges, etc. There are several reasons why the balance should favor positive reinforcement:

1. This will guarantee that positive reinforcement, with its great potential for conditioning will not be overlooked.

2. Positive reinforcement is more pleasant for both parent and child alike and makes for a happier situation.

3. Positive reinforcement tends to contribute to a better concept in the child. (Genuinely positive thoughts and feelings about one's self are felt to be extremely important, and will be discussed at greater length under the principles of behavior suggested by self-theory.

4. Negative reinforcement causes a child to <u>not</u> do something, whereas positive reinforcement causes a child to <u>do</u> something. Optimal behavior in a child requires him to be a "doer" and not just a "nondoer". The increased demands which our society is placing on young people (to succeed in school, on a job, etc.) require that an individual be capable of doing more than simply never doing anything wrong. He must manifest characteristics such as imagination and initiative which go far beyond the level of "not doing".

C. Reinforcement should be administered as immediately as possible. The longer the period of time between the occurrence of a particular behavior and the reinforcement (either positive or negative) the less effect reinforcement will have on the child's behavior. In this respect, a few seconds may be critical and a delay of minutes or hours may render the reinforcement totally ineffective. Difficulties can center around such problems as whether or not to spank a child in public if he acts up in a supermarket, etc. However, all things being equal, the more immediate the reinforcement, the more effective it will be. Parents are particularly encouraged to avoid the use of either positive or negative reinforcers which do not take effect in the immediate future, such as, "you cannot go to that party a week from Saturday," or "just for that we are not letting you go to camp this summer". Not only will immediate reinforcement bring better results, but it prevents the child from having something hanging over his head for a long period of time. Such experiences are more likely to contribute to undesirable behavior rather than to positive change.

D. It is important that there be consistency of both positive and negative reinforcement.

1. Three types of consistency

a. Consistency between persons
b. What is all right for a child to do, and what is wrong should remain constant from day to day.
c. Consistency in what is said and what is done

E. Teachers must be certain that they are right in making the expectation of a child that he will behave in a certain way.

F. Teachers must commit themselves to succeeding or "winning" in their attempts to condition a child.

IV. SELF THEORY

A. Self-theorists assume that it is better to try to remove the cause of undesirable behavior than to attack the behavior which may only be a symptom of a child's unmet needs or some other underlying difficulty.

B. A child's self concept, the way he thinks about himself and the way he feels about himself (consciously or unconsciously) is a most important factor in determining his behavior.

C. Self-theorists assume that a child will act in a manner consistent with his self-concept. If a child feels good he will act good, but if a child feels that he is bad or evil, he may act badly even though he does not want to be bad. Likewise, the child who feels that he is intellectually capable or bright will approach learning with initiative and confidence. However, if a child feels stupid he may act stupid even though he is not stupid and doesn't want to be stupid. The problem of parents and teachers then becomes the establishment of a positive self-concept within their children.

It should be noted at the outset that adequate people may feel inferior, and extremely limited people might perceive themselves as adequate.

D. Five principles which self-theorists believe are essential in helping children, particularly in helping them to develop the best self-concepts.

1. There must be an intimate relationship between parent and child.

2. Parents should experience continuous and unconditional acceptance of the child.

3. Parents should experience empathic understanding of their children.

4. Parents must be congruent in their relationship with children.

V. PSYCHOANALYSIS-ERIKSON AND FREUD

A. Children pass through various stages, and rearing practices must be appropriately geared to the child's level of development.

B. At each stage, the child has certain needs which must be met if he is to adequately progress to the next level.

C. Weaning, toilet training, and other conformative training should occur late (after the child has shown an ability to perform this kind of behavior) and should be carried out in a lenient manner.

D. Parents should be very cautious in handling the child's early manifestations of negative affect (particularly hostile and sexual feelings and behavior).

E. Parents should attempt to discipline a child for what he does and to provide the child freedom in the area of thoughts and feelings.

VI. PIAGETIAN THEORY

A. Sensory-Motor Stage (from birth to 2 years)

From the time an infant becomes mobile he seeks information through the use of his five senses: touch, taste, smell, hearing, and sight. At this point in development a child thinks only in concrete concepts. For example, he understands that if he pushes a truck into a wall it makes a bang. Further, a child must see concrete examples if he is to understand their meaning or relationships. When a very young child cannot see an object, to him it does not exist. Similarly, a child who covers his eyes believes that if he cannot see you, you cannot see him.

B. Pre-Operational Stage (from 2 to 6 years)

In this stage, as in the sensory-motor stage, the child deals mainly with concrete concepts---the here and now of the real world. He is unable to understand many of the things which he cannot manipulate through the use of his five senses. However, as he nears the end of this stage he begins to understand a few abstract terms and their meanings. An example used by Piaget is one which deals with the conservation, or the maintenance of property in an object which undergoes change. For instance, even though a ball of clay might be changed from a round ball to a flat pancake, it still contains the same amount of clay. Unless something has been taken away or added to the original amount of clay it is the same. At the end of this stage a child should be able to understand simple abstract concepts.

C. Concrete Operations Stage (from 6 to 11 years)

During this stage a child's thinking is involved in abstractions as well as concrete examples. Among other things, he can read, solve problems, visualize causes and determine effects. He also has the ability to see that all actions have a reversible action which will undo the original action, such as addition and subtraction. He is also no longer egocentric, that is, believing the world is how he perceives it.

D. Formal Operations Stage (from 11 years through adulthood)

Although much of the concrete world still plays an important role in a person's learning, the individual's thinking is now mainly in abstractions. The person in this stage understands and puts together relationships, and continues to build upon his vast experience and intellect which have developed from birth.

E. Summary

Learning must always wait upon maturation and the proper educational foundation. If a child is forced to read early, for example, before he is mature enough to read, and before he has learned the preliminary fundamentals of reading, he will become discouraged. Wisdom must be used in the selection of learning activities for any child. By knowing a child's level of development, a parent can better determine appropriate learning activities. A child will grow bigger without good parents, but a good parent can challenge and assist a child's development until his capacity is fully reached.

CHAPTER IV

COMMON BEHAVIORS IN CHILDREN

RATIONALE

As teachers understand that common behaviors of children are a normal part of development, they can foster growth and development through positive guidance techniques. Individual children may exhibit any or all of these behaviors through the course of their early development. Teachers who understand these behaviors can provide support and direction for children to learn to cope with their behaviors and feelings, and to work through the behavioral situation satisfactorily.

ESSENTIAL CONTENT INFORMATION

I. EMOTIONAL DEVELOPMENT

A. 3-12 Weeks

Colic; periodic episodes of screaming, usually at night. Little is known of the cause but tension seems to make it worse. Do not hesitate to consult your physician.

B. 18-30 Months

"No" period; child hears "no, no" constantly, says "no" even when he may mean yes; always on the go, bangs his head, climbs on everything he can. Stage peaks at $2\frac{1}{2}$, the "terrible twos", characterized by tantrums, demands. A peak period for accidents. Try to keep the child from getting into danger. It is better to work around him than head-on clashes. Patience and sense of humor are essential now.

C. 3 Years

Learns to say "yes" as easily as "no"; awkward, constantly falling and stumbling, thus somewhat insecure and has a fear of falling. Pleasant age, although whining may mean a need for more attention at times.

D. 4 Years

Hitting, biting, throwing rocks, breaking toys, running away, using

bad language. Firm discipline needed; limits must be set and followed. Deal with bad language calmly without encouraging it.

E. 5 Years

A good age, but it does not last.

F. 6 Years

Emotional, stormy; constant drive for independence; has to be right; fights; may cheat and steal and accuses others of cheating, lying, stealing; gets along better with father than mother. Be aware that he is having a difficult time. He may not be ready to start school (particularly for boys) so try to avoid unhappy events at home.

II. LEVELS OF PROBLEM BEHAVIOR

A. Disruptive behaviors are offenses against acceptable behavior and good order.

When a child's disruptive appeal for help is reinforced and more acceptable ways of behavior are not found, unhealthy patterns of personality development emerge, becoming life-long behavior patterns.

B. Unhealthy emotional development involves stabilizing patterns of undesirable behavior that increasingly become fixed and repeated as the child's way of coping with the world.

1. When the problem behavior is expressed towards others, the individual becomes a problem to society, and then maladjustments may develop.

2. Children showing serious signs of unhealthy development have relationships with others that are seriously impaired, their sense of self-identity is quite poor, they may not be able to tolerate minor changes in routines, or they may be unsatisfactorily able to learn, to talk, and to understand others, even though they may have the intellectual capacity to learn normally.

III. HOW TO VIEW AND HANDLE DISRUPTIVE BEHAVIOR

A. Disruptive behavior is a child's way of seeking attention in a negative way. An awareness of the underlying reasons for disruptive behavior makes it easier to deal with such behavior.

1. All behavior is caused. Minor disruptive behavior should be treated casually or ignored; it will often stop.

2. We need to help the disruptive child to learn more acceptable ways of getting attention and approval.

3. All children exhibit disruptive behavior from time to time. The important thing is to help the disruptive child understand that you reject the behavior, but still love the child.

B. When children are disrupting activities, they should be removed to another room where they no longer have an audience. With only themselves and someone who wants to help, they will regain their control and be able to return to the group.

IV. HOW TO VIEW AND HANDLE SERIOUS PROBLEMS OF EMOTIONAL DISTURBANCE IN CHILDREN

A. Serious problems of unhealthy development may be caused by environmental influences; they may be caused by biochemical influences, or they may be genetic in origin.

1. Authorities do not fully understand serious emotional disturbances in children.

2. More than likely, there is an interrelationship among environmental, biochemical, and genetic factors, with the severity of each influencing the unhealthy development.

3. The influence of a very poor environment on a child that has a normal biochemical makeup and an absence of inherited tendencies for unhealthy development may cause serious problem of adjustments.

B. Likewise, a child with a biochemical imbalance or genetic weakness may develop serious problems of adjusting even though the child is exposed to healthy environmental influences.

C. Most early childhood programs are not staffed to handle problems of severely unhealthy emotional development.

1. Teachers should become aware of symptoms of unhealthy development.

2. Children thought to have serious problems of adjustment should be referred to a mental health clinic or child psychologist for evaluation.

V. BEHAVIOR DEVIATIONS TELL US THAT A CHILD HAS PROBLEMS.

A. Many behavior problems cannot be ignored, for they interfere with other children's safety and learning.

B. The teacher should follow this sequence to help the situation:

1. Observation---This is the first requirement of recognizing and doing something about troublesome behavior. First assess the child's strengths. Look closely and note whether the alleged "problem" is a problem. Sometimes adults simply have expectations that are unrealistic for the age of the child or they expect children to know something that no one has bothered to teach them.

2. Parent conference---The teacher should make an appointment with the parents to discuss the parents' relationship to the child, how the rest of the family and the child relate and how the child gets along in the class. If the discussion is followed in the above sequence, the parents may bring up the same problem from the home situation before the teacher expresses her concerns. It is more relaxing for parents to have someone else to work with their child's problem.

3. Action---The teacher and/or assistant teachers should make more notes on the child's behavior; then the teachers should meet to decide what they might be able to do. Specific activities may be planned for the child's involvement to be directed to group or individual participation, whatever is necessary. The

problem should cease, and improvement should be evident.

VI. INDICATORS OF SEVERE EMOTIONAL DISTURBANCE

A. Excessive anxiety---Inability to concentrate and hold age-appropriate attention, showing restless behavior. Frightened of situations that should not be frightening.

B. Inability to use intellect efficiently---Inability to learn and use language effectively.

C. Inappropriate emotional response---Impulsiveness and over-reaction emotionally to failure, mild slights, and trivial mistakes.

D. Inappropriate behavior for age---Child does not have the ability to handle and perform tasks and exhibit behavior characteristic of most children. This is expressed in the child's inability to accept reasonable social controls and make progress towards internalization of the standards, morals, and values of society.

E. Perceptual distortions---Persistent, inaccurate, and abnormal perception of the world of objects and facts. Seeing things that are not there.

F. Highly defensive behavior---Oversensitivity regarding actions, opinions, and feelings.

G. Inadequate self-concept---Excessive need to be continuously reassured that the children's products are of acceptable quality or that they are valued, loved, and worthwhile.

H. Inflexibility---Abnormal resistance to changes in the environment.

I. Distorted patterns of movement---Rigid immobility or an inability to stay with one thing or in one place long enough to follow an activity through to completion.

J. Impairment of emotional relationships---Severe inability to effectively and successfully relate to others.

NOTE: Each of the above signs should not be considered by itself but in relationship to the other signs. This means that severe maladjustment generally is expressed through broad areas of behavior, with single behaviors only contributing to the maladjustment.

VII. HOW TO HELP AND RELATE TO CHILDREN WITH SEVERE PROBLEMS OF EMOTIONAL DISTURBANCE

A. Relate to the problem as you would with any child. The child with severe emotional disturbances exhibits about the same behavior as any normal child does from time to time, but the behavior is more intense, frequent, and of a longer duration.

B. Refer the child for professional help to a mental health clinic or a child psychologist; also refer the child for a complete physical examination to expose possible physical causes of the problem.

C. The child with severe emotional disturbances requires individual intensive physical and emotional attention.

VIII. AGGRESSIVE BEHAVIOR IN YOUNG CHILDREN

A. Aggressive behavior in young children may indicate that they are jealous, troubled, or frustrated.

1. The first step is to remove temporarily the disruptive, aggressive child from other children until the child is ready to return to the group; then try to discover the basis for the aggression, with an accepting attitude.

2. Physical punishment for aggressive behaviors such as hitting, biting, kicking, fighting, bullying reduces aggression in that situation, but increases it in other situations.

3. Children need to be taught to express their feelings in socially-acceptable ways.

4. Often aggressive behavior can be released through inanimate objects such as a striking bag.

5. Aggressive children should be helped to realize that it is the behavior that is not approved.

B. Aggressive behavior may indicate unusually high energy level.

1. The teacher should attempt to distinguish this behavior from that caused by jealousy or frustrations.

2. The teacher should help children to direct their energy into positive channels.

IX. BULLYING AND DESTROYING PROPERTY

A. These are ways in which children tell us that they are not happy, are rebellious towards authority, or have general feelings of hostility.

1. It is important to remember that all children sometimes do these things.

2. We can best help them by not being too critical, by being understanding, and by helping them feel that we like them, but dislike the behavior.

B. We should find things that they like to do and can do well.

X. THE SHY CHILD

A. Children who lack self-confidence have not developed the social graces that they desire.

B. They are helped through the use of interesting activities, records, etc., as resource materials for discussion and by asking simple questions.

C. Avoid forcing these children to talk; only encourage them to talk.

D. If those who do not talk much are happy, avoid making them feel inferior.

XI. ANGER IN YOUNG CHILDREN

A. Generally the younger the child, the more likely the child is to become angry over interference with physical activity (restriction of body movement, being struck by another child, someone else having a desired toy, an obstacle in the way, etc.) As they grow older, children may fight back or calmly endeavor to overcome the difficulty.

B. Anger in older young children is likely to be aroused by interference with their possessions, plans, and purposes, and by such things as being ridiculed and called names.

C. Some ways of avoiding anger situations in young children include the effective planning of activities and the avoiding of situations that are likely to provide angry outbursts.

D. One should try with an accepting attitude to see the situation from the child's point of view.

XII. JEALOUSY IN YOUNG CHILDREN

A. Jealousy is usually the accompaniment of strong affection.

B. It is often evoked in the young child by attention or privileges accorded younger or older siblings.

C. The child in the early childhood classroom under the guidance of an impartial teacher is less likely to have occasion for feeling jealous than the same child in the more highly-emotional, affectionate climate of the home.

XIII. ANXIETY IN YOUNG CHILDREN

A. Terms such as anxious, high strung, hyperactive, or nervous are often applied by parents and teachers to a child who displays excitability, tenseness, or anxiety.

1. There is a wide range of individual differences; it is often the overexpectant parent or teacher who is anxious rather than the child.

2. Temporary anxiety is a normal accompaniment of life; in fact, some anxiety is back of most striving.

B. Excessive demands upon children may cause them to cope with their anxiety by whining, sulking, fearfulness, and nervous habits such as biting nails, or pulling out hair.

XIV. TEMPER TANTRUMS IN YOUNG CHILDREN

A. A temper tantrum involves a violent outburst of hostility.

1. It may involve any combination of the following: crying, shouting, stamping, whining, scratching, throwing things, kicking, or biting.

2. It is usually brought about when children cannot get their own way or cannot take "no" for an answer.

3. Most children at times have temper tantrums.

4. When children are having temper tantrums, let them have it unless they are really hurting you or another child. When the tantrum is over, speak to them kindly and tell them how sorry you are that they made themselves unhappy over such a small matter.

5. Let them see that you care for them and express confidence that they will do better.

6. Explain that many children act this way sometimes.

B. Do not let the children have their way because of their outbursts of temper.

1. Always avoid bearing a gradge, threatening the children, preaching to them, striking back at them, or punishing them.

2. Any child who is having a temper tantrum should be removed from the group.

XV. FEARS IN YOUNG CHILDREN

A. Fears are caused by imitation, shocking experiences, and the self-reproducing character of fear of the unknown.

1. Fears are likely to be substitutes for other pressures and may not be rational.

2. Children are best helped when activities are found in which they can do well.

B. We can best help children with many fears by not placing importance on the fears themselves and by reducing the reasons why they should be afraid. Avoid making fun of their fears.

XVI. TATTLING IN YOUNG CHILDREN

Children often tattle to get into the good graces of adults. They are trying to gain approval. Avoid encouraging children to tell on each other; try to find situations where tattlers can do well. Treat tattling casually and encourage maturity by giving responsibility and praise when the child does something well.

XVII. WHINING IN YOUNG CHILDREN

A. Whining is a way children get attention or a way to get their own way when they do not want to do something.

B. Encourage such children to talk about their problems and show them that you care by listening to their side.

C. Avoid letting them develop attitudes of self-pity.

XVIII. SULKING IN YOUNG CHILDREN

A. Sulking is a way children show rebellion by keeping things bottled up inside and withdrawing; when we try to force them to do something that they do not want to do, they may try to escape the situation by sulking.

B. Analyze the situation to see if you have been fair; encourage them to talk about their problems and help them feel that you care about them.

XIX. NERVOUS HABITS (BITING NAILS, PULLING OUT HAIR, BED-WETTING)

A. In general, these nervous habits are a substitute for other, more gratifying activities in which the child has not found satisfaction or are the child's way of coping with the excessive pressure.

B. These nervous habits are not really serious unless they are carried to an extreme.

C. Most children eventually get over them if given patience and understanding.

1. Anything we do to help them must have absolutely nothing to do with the nervous habit itself.

2. Threats, bribes, and punishments are always to be avoided.

XX. HEALTH COMPLAINTS: HEADACHES, LEG ACHES, ETC.

A. Such complaints should be referred to a medical doctor. Sometimes children develop imaginary complaints because there is too much pressure that they have not learned to handle, or because they are made to do things that they do not want to do.

B. Often they want to have attention and feel wanted.

1. Try not to be too concerned about the complaint, but be sure that the child is not hurt.

2. Remember that even though the complaint may be imaginary, the child is sick and may feel very bad.

C. Encourage such children to participate in activities, but do not push them.

XXI. SWEAR WORDS AND VULGAR LANGUAGE

A. Using swear words and vulgar language is a way of seeking excitement, a means of expressing oneself to impress others, or a way to get back at others.

1. Children copy other children's and adult's speech.

2. They may think using swear words or vulgar language is a way to get attention from adults or a way to gain the acceptance of another child or a gang that is important to them.

3. Sometimes children want to shock or annoy us because there are times when they feel that this is the only way they have to gain our attention.

4. It is best not to let the children feel that we are visibly shocked; when they realize we are shocked and annoyed by their swear words, this may encourage them to use these words again.

B. The best form of correction is by reacting in a way that does not make a big issue of the problem, but dulls the edge of an otherwise aggressive behavior.

C. Try to avoid situations that encourage children to use bad language and substitute socially-acceptable outlets for aggression through play activities.

XXII. CHEATING IN YOUNG CHILDREN

A. Children who habitually cheat are showing us that they have not achieved personal satisfaction; when they cheat, they are trying to cover up their own feelings of inadequacy by being a winner in the eyes of others.

B. Do not make children feel guilty about cheating, but mention that it is not fair and that they should follow the rules.

C. Provide opportunities where all children can achieve and gain a sense of personal worth.

XXIII. POOR MANNERS IN YOUNG CHILDREN

A. Children learn manners from others.

1. Sometimes they may exhibit bad manners to impress their friends or to gain the attention of adults.

2. The best way to teach good manners is by example.

3. Do not expect perfect manners all the time, since this would be unrealistic.

B. Children should feel that manners are a mark of a socially-acceptable person who is considerate of others. Provide a variety of experiences in teaching the proper way to act around other people.

XXIV. DAWDLING OR FOOLING AROUND

A. Children dawdle and fool around because they do not like what they have to do. Children also have a different concept of time than adults.

1. All children dawdle at times; many of them become habitual dawdlers.

2. The most effective treatment of dawdling involves motivating the children to want to perform the things they dawdle over.

B. The treatment of occasional dawdling is best accomplished by motivating children to want to please us, because many of the things children dawdle over (washing for dinner, getting dressed, etc.) are too dull to be made appealing. Give the child a good reason for finishing a job and being ready for the next interesting activity.

XXV. SEX PLAY IN YOUNG CHILDREN

A. Sex play, handling of the sex organs, and masturbation should not cause worry and embarrassment on the part of the parent or teacher.

1. Such activity is the expression of perfectly natural curiosity by the young child.

2. Shock and a condemning attitude about normal children's sex play and curiosity often leads to later problem development.

B. A well-adjusted child easily assumes the customs of his society almost without instruction and condeming attitudes often intefere with healthy development in the area of sex.

XXVI. AGGRESSIVE BEHAVIOR TOWARD OTHERS

A. Children are learning to get along with other children; they are growing from self-centered infants to more socialized preschoolers.

B. Aggression is not all bad; just think about successful business persons. These people move in without timidity, although it can also mean that they push others aside in the process. But we may tend to forget this.

C. Preschoolers are still short on vocabulary and social skills. They learn to defend space with shrieks, which may sound like they are badly hurt when they usually are not. This causes adults to come running and to scold anyone in sight, assuming the "poor baby" was the victim.

D. Physical aggression is usually disruptive in the nursery school.

E. Teachers feel that they must protect the children as the parents expect them to do.

F. Some psychologists say that these children are manipulating you, seeing which one you side with.

XXVII. HITTING AND KICKING

A. Children strike out because of frustrations or because of some interference or assumed interferences from another child.

B. The teacher must restrain this child and explain that hitting or kicking hurts.

C. A comforting arm on their shoulders also reassures them that you still like them; continue to attend them until they get themselves under control. After teachers have stopped such children, they should make adjustments in indirect guidance that may readily fit the children.

D. Recognize the child's strength and good behavior and avoid making issues of negative behavior.

E. Help children express their feelings verbally, then finally find a diversion for their energy.

F. Carpentry is a good outlet for children who have aggressive behavior.

XXVIII. BITING AND SPITTING

A. Biting and spitting are often resorted to in moments of extreme frustration. Children who feel weak, as far as other forms of defending themselves are concerned, may bite or spit or both.

B. Watch closely to see that no one gets hurt. Then observe the time and occasion when a child bites or spits.

C. Determine whether there is something or someone in particular involved. Try to alleviate those situations.

XXIX. VERBAL AGGRESSION

A. Verbal aggression is preferable to physical aggression.

B. Usually these kinds of behavior are short-lived and children go right back to playing together.

C. Teasing---Teasing is a form of verbal aggression that develops in the fourth and fifth years as children become skillful with words. Older siblings often tease younger ones, a form of aggression they can get by with, whereas hitting would be punished by parents. Providing a means of achieving attention is usually a solution.

D. Name calling---Name calling, harsh language, and swearing may also be aggressive. It can be a habit learned at home or in the neighborhood. The teacher should teach the child some new words to replace swearing; however, the teacher should first establish the meaning the child had given the words. Guidance offered before tempers flare usually is the best solution.

XXX. DESTROYING PROPERTY

A. Respect for property must be learned; acts of aggression and neglect with respect to equipment should not be allowed,

B. Children can develop pride in their building and playground by helping keep it neat and clean. They can go on litter hunts to pick up the accumulation of materials that blow in or are left around.

C. Helping children appreciate beauty may serve as a counter measure to those who may disregard the environment and would destroy it.

CHAPTER V

GUIDANCE IN THE EARLY YEARS

RATIONALE

The guidance of children is essential to the functioning of a good program. Children need and want guidance for direction and security. When security is fostered, children are more free to grow and develop.

ESSENTIAL CONTENT INFORMATION

I. GENERAL PRINCIPLES

A. Guidance versus Discipline

1. Discipline--A process of training and learning that fosters growth and development.

2. Essentials in Discipline

a. Rules to help the child know what is expected
b. Consistency so that the child knows what to expect and whom to obey.
c. Punishment to inhibit undesirable acts
d. Rewards to motivate the child to continue the desirable act

3. Guidance---The act of giving leadership or direction to others in their behavior or course of life.

a. Guidance is a broader concept than discipline.
b. Guidance refers to all efforts to encourage, support, and reinforce the child in an effort to enhance the child's autonomy and self-understanding.

B. Importance of Guidance for Young Children

1. Children need to acquire skills, knowledge, and attitudes that will help them live successfully in our society.

2. Guidance for young children should leave them a step ahead after each experience. It should prepare them to meet a similar situation more successfully in the following manner:

   a. By anticipating future situations
   b. By knowing what to do when a situation occurs
   c. By obtaining more skills in doing it
   d. By developing a more willing and eager attitude to do it.

C. Four Major Principles of Guidance

1. Affection

   a. Affection for children contributes to feelings of security and belongingness.
   b. Affection is expressed both verbally and nonverbally.
      (1) Verbal affection or sharing with them socially provides additional satisfaction beyond that of security and achieving. Adults should try to put themselves on the children's levels of interest which is an incentive to the children. It may be appropriate when:
         (a) Their activity is worthwhile
         (b) Their undertaking is long or hard
         (c) Their activity is disliked
         (d) Their activity is new
         (e) They are performing independently
      (2) Nonverbal---Helps to reassure the children that in their immediate world is someone who cares. It adds to their sense of security. It may be appropriate when they:
         (a) Seem timid or fearful
         (b) Lack confidence to try
         (c) Seem mischievous
         (d) Seem tired or sleepy
         (e) Seem tense or excited
         (f) Have been physical hurt
         (g) Have had their feelings hurt
         (h) Are avoiding doing what is expected of them

2. Respect

   a. Respect for their abilities as well as limitations contributes to the children's feelings of adequacy and self-respect.

b. Respect is shown when adults show that they are confident that the children are going to succeed; give the children time to do a task before stepping in; ignore undesirable behaviors; give the children a choice of actions they may take; explain the reasons for adult behavior for a specific limit; make future plans with children; and when adults acknowledge their own mistakes to the children.

c. How and when is respect appropriate used in the guidance of young children?

(1) Confidently expect and direct children's interest toward achievement. This gets optimum results from the efforts they put forth. It may be appropriate when they:
   (a) Are uncertain of what to do
   (b) Lack confidence
   (c) Have made a mistake or had difficulty
   (d) Have been distracted from the undertaking

(2) Watch and wait before helping or directing. This gives an opportunity for the children to initiate the desired performance, and it builds feelings of self-confidence and develops self-control. It may be appropriate when:
   (a) Children are proceeding independently
   (b) Their behavior is socially acceptable, whether or not it is relevant to the task
   (c) Their activity may aid in his social learning although not relevant to the task.

(3) Quietly ignore the questionable or undesirable behavior and direct children to more acceptable behavior. This provides an opportunity for achievement and approval. It may be appropriate when:
   (a) They are under stress/strain
   (b) They have made a mistake
   (c) The situation does not demand an issue
   (d) The children cannot profit from issue
   (e) The adults cannot see the issue through to to success

(4) Encourage choice only when the children have a choice. A choice helps them feel they have a part, or a say for what they are held responsible. This reduces the feelings of helplessness; then limits are easier to accept. It may be appropriate when:
   (a) They are facing an unpleasant situation
   (b) They are attempting to avoid what is expected of them

(c) They are acting impulsively in an undesirable way
(d) They are participating in playful pranks
(e) They have made a mistake

(5) Explain the reason for certain limits, behaviors, or situations to the children. The "why" gives meaning and order to their world. This will help them accept more readily the behaviors, limits, or situations. It may be appropriate when:
(a) They are asked to adjust to change
(b) They are asked to do more difficult tasks
(c) They are upset with a situation
(d) They are interrupted during their activities
(e) They are accidentally hurt
(f) They are prevented from "having their own way."

(6) Plan with the children for future events. This helps them to know what to expect. Since change is difficult for the young child, the more prepared, the easier the change. It may be appropriate when:
(a) They have a special interest
(b) They can share in a group task/activity
(c) They face a new undertaking
(d) They wish to plan for "free" time
(e) They can arrange with others to have a turn in using materials

(7) Acknowledge the mistakes of the adult to the children. This helps them to recognize the adult as a person with feelings, as well as help them to feel the adult has respect for their feelings. It may be appropriate when:
(a) They have been physically hurt
(b) They have had their feelings hurt
(c) They are discouraged, disappointed, or frustrated
(d) They have been given mistaken information

3. <u>Help</u>

a. Help (supplementing an individual's efforts) contributes to an increased ability through learning.
b. Help is given when the adult prepares the situation in advance to aid the child in succeeding and gives only the occasional help needed, and redirects undesirable behavior of the child.

c. The following is an example of the use of help in guidance--- Sam usually hangs up his own coat. However, one day after having been absent because of illness, he was tired. The adult hung up his coat for him.

d. How and when is help appropriately used in guidance of the young child?

(1) Prepare in advance for the children to succeed. Making conditions favorable for them to have successful experiences builds self-confidence and lessens frustration. It may be appropriate when:
   (a) Their skills are limited or uncertain
   (b) They can learn a new way of meeting difficulty
   (c) They have expressed a special interest in an activity
   (d) They lack confidence or are apprehensive

(2) Giving more help than needed makes a difficult task pleasant and satisfactory. It may be appropriate when:
   (a) They have been at the undertaking as long as may be wise
   (b) They have become restless or tired
   (c) They ask for help
   (d) They can, with extra help, complete the undertaking happily
   (e) They need to finish faster than their limited skill will allow them

(3) Giving occasional help as needed (otherwise allowing the children to proceed with activity) will help them obtain an optimum of independence in performance. It may be appropriate when:
   (a) They are having mechanical difficulty in handling materials or equipment
   (b) They dislike certain details in a task
   (c) They have a new situation to meet
   (d) They are distracted in their task
   (e) They become fatigued or are discouraged
   (f) They have an accident or have made a mistake
   (g) They lack confidence to try a new activity

(4) Giving increasing help (introducing more specific directions one step after another as needed) reinforces self-direction with enough adult guidance for the children's achievement in the undertaking. It may be appropriate when:

(a) They are confused
(b) They are avoiding a disliked detail in a task
(c) They are uncertain of what is expected of them

(5) Giving decreasing help (withdrawing little by little as they proceed independently) gives recognition to their effort. It may be appropriate when:
(a) They are certain of what is expected of them
(b) They have gained confidence/skills in their ability to do a task

(6) Redirecting them to a better activity often helps avoid a direct confrontation with the children, thus not making an issue of a situation. It helps them to learn how to use their energy in a constructive manner. It may be appropriate when:
(a) They are under strain
(b) They have made a mistake
(c) They are trying to get attention
(d) They are misusing material
(e) They are playing a prank

4. Approval

a. Approval for efforts and achievements contributes to a sense of value based on appreciation of achievement; it lets children know what behavior is acceptable.

b. What is approval in guidance?---Approval may be expressed either verbally or non-verbally. It is given when the children are making or have made a real effort as well as when they have done something unusually well. Expression of approval helps them to realize the value of achievement and to gain a sense of self-confidence.

c. The following is an example of the use of approval in guidance: Susan had forgotten to hang up her plastic apron after having finished painting. The teacher reminded, "Susan, hang up your apron." When Susan did, she said, "That's fine, Susan, you hung up your apron."

d. How and when is approval appropriately used in guidance of the young child?

(1) Giving general approval encourage the participation in an activity. It may be appropriate when:
(a) The children are succeeding in a familiar activity
(b) They are attempting to do a task

(c) They initiate a new desirable activity

(2) Giving specific approval calls attention to the particular behavior approved. It may be appropriate when:
   (a) They are losing interest in completing an activity
   (b) They are putting forth, or have put forth, considerable effort
   (c) They have made a mistake
   (d) They are performing less well than usual
   (e) They are hesitant whether they are doing well or poorly
   (f) They initiate a new desirable activity

(3) Giving qualifying approval describes a positive quality of behavior which the children have performed. It may be appropriate when:
   (a) They have been helpful
   (b) They have been independent, doing something all by themselves
   (c) They have done a good job
   (d) They have acted carefully
   (e) They are having fun

II. PATTERNS OF GUIDANCE

Whether or not children will accept a limit, and establish self-control, often depends on how the limit is imposed. Many authority patterns exist. Each type will produce a different consequence on behavior.

A. Democratic

1. Definition

Only necessary limits exist enough to let the children know what society expects of them. These limits are usually shared by the adult. An increasing freedom for children to help establish limits is given with their increasing ability to do so. A supportive environment with room for mistakes is alloted because adults have confidence in children. A consistency in limits is maintained because both children and adult have helped establish them. This pattern of authority in setting limits is the most effective in working with young children.

2. Resulting behaviors of children

a. Become more effective in decision-making
b. Become more constructive in social attitudes
c. Become more independent
d. Become more creative
e. Become more capable in self-control

B. Laissez-Faire

1. Definition

Very permissive. Too few limits exist to help children know what society expects of them. Adult often ignores children and lets each "do his own thing." It is extemely confusing. Children are given too much freedom for their levels of judgement.

2. Resulting behavior of children

a. Become much more in conflict with society
b. Become more self-centered in behavior (they are slaves to their own whims, expecting everything to go their own way)
c. Become increasingly incapable of making decisions or initiating action
d. Become less capable of self-control and continually test to determine if a limit does exist
e. Become more self-defeating in behavior because they have met with so much failure because of inadequate adult guidance.

C. Inconsistent

1. Definition

Limits are set by adults for children, but frequently adults will not follow through in maintaining these limits. It is confusing for children because "It's OK today, but maybe not OK tomorrow." Also, adults are usually unsure about the "rightness" of limits imposed; therefore they can be manipulated to "changing their minds" easily.

2. Resulting behaviors of children

a. Become more frustrated; unfairness result
b. Become manipulative with adults, learning how and what they can get by with
c. Become incapable of establishing self-control because the limits change

D. Authoritarian

1. Definition

Limits are totally set by adults, allowing children no voice in limit setting. This type of setting limits results from the belief of adults that children cannot take any responsibility for their actions. The less adults trust themselves, the less they trust children, and the more controlled the situation. "You do as I say, because I said so!" is an example of this type of authority.

2. Resulting behaviors of children

a. Become very dependent on adults
b. Become lacking in initiative; "I can do nothing."
c. Become lacking in self-confidence
d. Become more frequently rebellious and hostile against conforming behavior and/or authority, making self-control difficult
e. Become shorter in attention span

III. SUGGESTIONS FOR ESTABLISHING AN APPROPRIATE PATTERN OF AUTHORITY FOR SETTING LIMITS FOR YOUNG CHILDREN FOR THE CHILD CARE WORKER

A. Evaluate your present pattern of authority and its effectiveness in setting limits with/for young children. Each may have some aspect of all authority patterns.

B. Evaluate your own personal feelings and experiences and how they affect your expectations and guidance of children. The limits and guidance techniques used for you as a child will affect the limits and techniques used for your children.

CHAPTER VI

DIRECT GUIDANCE

RATIONALE

Intervening in the children's activities in a physical or verbal manner is often necessary to ensure the safety of the children or to protect property. In addition, direct techniques are utilized to provide models for children and to lead them to the desired behaviors. The main aspect of direct guidance is that it deals directly with the child.

ESSENTIAL CONTENT INFORMATION

I. DIRECT GUIDANCE

A. Direct guidance is used to influence a child's behavior through dealing with the child specifically.

B. The teacher's main emphasis is to help the child to become a happy, fully functioning individual who can make decisions and be self-directed.

II. TECHNIQUES OF PHYSICAL GUIDANCE

Direct guidance means all the techniques where we use physical contact to influence the child's behavior, such as helping, demonstrating, leading, removing, and punishing.

A. Children's needs vary in the amount and type of physical guidance that is appropriate.

1. Helping the two-year-old group means giving a hand as any children take their first rides on a teeter-totter or take a turn on the swing. As a four or five-year-old, the same child may feel undermined if the teacher attempted to assist.

2. Children will become independent gradually and need less help in the nursery.

3. The rate of independence varies in children of the same age; also some backsliding can be expected sometimes.

B. Demonstrating or modeling for the children encourages them to imitate the desired behavior.

For example: How to flush the toilet, how to use a fork, or to open the door.

1. Frequently the teacher will have to do it first; then they will quickly follow.

2. They understand actions better than words, although the teacher must use words as well. Children will imitate each other.

C. Leading is a technique that gets children going in the desired direction.

1. Children gain comfort and security from holding the hand of a teacher or helper.

2. Wanting to hold hands can be a sign of loneliness, tiredness, or fear. Yet not wanting to hold hands can mean, "I feel big enough to go alone."

For example: When a group is going on a field trip, the children in front especially need someone to hold their hands, to stop at corners, streets, to look at all the things there are to see.

D. Restrain children when necessary to protect them or others.

1. When all other aspects of a guidance do not fall into place, then the negative types of guidance should be used. They are restraining, removing, and punishing.

2. By taking the children by the hand and setting down beside you for a quiet minute, those who are out of control can be helped to regain their composure before they really act out in a way that they may feel guilty about.

3. For children who show this behavior repeatedly, the teacher should make an analysis of their behavior to plan more appropriate strategies in keeping with their needs.

E. Remove the children from the scene to help them relax and regain their composure.

1. They may only need to be removed from the center of the trouble to a place where they can calm down and compose themselves.

2. The teacher may sit with them to provide a loving, non-punishing attitude.

F. Use no punishment that is meant to hurt or humiliate the children. This builds resentment, fear, antagonisms, and timidity instead of the healthy, happy child we hope to rear.

G. Get down to eye level and use meaningful gestures to help children understand your guidance.

1. Getting down to the children's eye level helps them know that directions are meant for them.

2. Using gestures helps if they do not quite understand all your words.

3. Teachers should be in the habit of sitting in low chairs, squatting, or kneeling during much of the guidance they give.

H. Give children messages through body language.

1. Teachers can show interest, eagerness, or approval through the activity of the body, just as they can show reluctance or disapproval. If a teacher moves into the area of an argument, the children often calm down.

2. After being acquainted with you for only a short time, children will know when you are tense, irritable, relaxed, in a hurry, loving, and so on.

III. TECHNIQUES OF VERBAL GUIDANCE

A. Speak to children at eye level. Be sure they know that you are speaking to them. It is never effective to call out directions.

B. Use short sentences until you are sure they understand more complicated ones. Only the essential words are needed. For example: "Inside now," "Clean-up time," or "Hold tight."

C. Use positive directions, telling the children what to do instead of what not to do. Using "don't" phrases leaves them suspended and uncomfortable.

D. Place the action part of your guidance statement at the beginning of your statement. For example: "Hold tight" is better than "You might fall out so be sure you are holding the swing tight."

E. Give no more than two directions at a time, preferably only one. The younger the child, the fewer the number of directions that should be given at a time.

F. Give children directions at the time and place you want the behavior to occur. For example: Wait until you are outdoors before giving directions about safety on the playground.

G. Give only the directions the child really needs and avoid being over directive and bossy. Stop talking and watch. See if the children really need you to tell them what to do. You may be surprised at how self-directed they already are.

H. Make it clear whether the child has a choice or not. For example: Many parents ask their child, "Would you like to come in?" The parents are indicating the child has a choice, but this is not the exact case. The parent should say, "Come inside now." Children should be given opportunities to make choices, but they should not be confused and disappointed.

I. Give logical and accurate reasons for requests. For example: Children need to learn why requests are made of them. If you make requests or state rules that you cannot explain to a child, there is a serious question about whether you are justified in making them.

J. Keep competition to a minimum by motivating the children through helping them set new personal goals for achievement.

K. Praise children for jobs well done.

L. State suggestions or directions in a positive form. It is much more effective to tell children what to do than to tell them what not to do.

M. Give the children a choice only when you intend to leave the situation up to them. Children should be given many opportunities to make decisions; but there are often times when the child has no choice.

N. Use words and a tone of voice which will help the child to feel confident and reassured.

1. Your voice is a teaching tool. A quiet, firm manner of speaking conveys confidence and reassures the child. Speaking slowly and firmly is more effective than raising one's voice.

2. Listen to your own voice. Would you like yourself as a teacher? What you say is as important as how you say it. Belittling destroys a child's self-confidence.

O. Avoid trying to change behavior by methods which may lead to loss of self-respect.

1. Shaming children or lebeling their behavior "naughty" or "selfish" has no place in a child care center. Such destructive techniques---whether through words, gestures, expressions, or tone of voice---are not likely to lead to any real changes in behavior.

2. Even if the behavior is not acceptable, the children should be able to feel that they are still accepted and respected. They will be helped if we accept them as they are and try to make it possible for them to find some success.

P. Avoid motivating children by making comparisons between one child and another by encouraging competition.

1. Competition has no place in the preschool. Young children's concept of themselves as adequate persons has not developed to the point where they can stand the strain and inevitable failures that are part of competition.

2. Competition does not build friendly, social feelings; it does build resentment, quarreling, jealousy, and envy. It creates the feeling in children that their only chances for getting attention and approval depend on being "first or beating" someone or being the "best."

Q. Redirect the children's behavior in a way that is related to their own motives or interests. We will be more successful in changing their behavior if we attempt to turn their attention to an act which has equal value as an interest or outlet for them.

R. Effectiveness of a suggestion may depend largely on its timing.

1. Trouble can often be prevented if the teacher steps in with a reminder or suggestion before the group grows tired and disorganized or before two children come to blows over a wagon.

2. It is just as important for the teacher to give the children time to try to work things out on their own. If the teacher steps in too soon, the children are deprived of the satisfaction of solving their own problems.

S. Get down on the children's level to talk to them.

1. Adults tend to foget how big they look to the child and how much more effective is face-to-face conversation.

2. Squat or sit on a low chair and look into the children's eyes when talking to them. This will help to get and hold their attention.

IV. TECHNIQUES IN NONVERBAL GUIDANCE

A. Avoid making models in any art medium for the children to copy.

1. Art is valuable because it is a means of self-expression; young children's speech is limited and feelings are strong.

2. Unstructured art media enable the children to express feelings for which they have little other language.

B. Give children a minimum of help in order that they may have the maximum chance to develop independence.

1. The teacher can find many ways each day of helping each child grow in independence, such as showing children how to get a block or box to climb on when they want to reach something rather than reaching it for them; or such as "starting" the zipper on their jackets and letting them zip them up.

2. This does not mean forcing independence on the children before they are ready or when they want reassurance that you are willing to help.

3. When children ask for help, the teacher should listen to the request and answer it in a way that will make them less afraid of being helpless and dependent.

C. Make your suggestions effective by reinforcing them when necessary. Sometimes it is necessary to add several techniques together in order to be effective. A glance at the right moment, moving nearer a child, a verbal suggestion, actual physical help are some techniques which may be combined.

D. Forestalling is the most effective way of handling problems.

1. It takes time to learn what to expect in certain types of situations or with particular children or combinations of children.

2. Learning to prevent problems is importance because, in many cases, children do not profit from making mistakes.

E. When limits are necessary, they should be clearly-defined and consistently maintained.

1. Even when the limits are few and clearly-defined, children must be able to depend on the adults to maintain them.

2. Children feel freer and more secure when they can depend on an adult to stop them before they do things they would regret later.

F. Use the most strategic positions for supervising.

1. The experienced teacher is always alert to the total situation. This is essential to effective guidance and safety.

2. Both indoors and outdoors, teachers should spread out so that all areas are supervised.

3. Teachers who are alert both to the activities in their own area and those of the total group can move in quickly to prevent problems.

G. Observe and take notes.

1. Teachers of young children need to evaluate the progress and needs of their children if they are to plan an effective program which meets the needs of individual children.

2. Preschool children are not given paper and pencil tests, but they can be observed while engaged in various activities. The information gained through such observations helps the teacher evaluate the progress and needs of individual children.

V. AFFECTIVE GUIDANCE AND TECHNIQUES

Affective guidance is the interactions between one child and the teacher specifically related to the emotions. Affective guidance helps develop the child's positive self-concept. This type of guidance is a reflection of genuine feelings.

A. Giving positive feedback for occasions other than when the children follow directions. Sometimes when children are working contentedly, a smile or a word helps them know you like them and approve of what they are doing.

B. Give attention before the child demands it. Some children misbehave to attract attention. Through periodic doses of attention and positive feedback, this may be avoided.

C. Reflect the feeling the child is expressing and give it a label. The teacher may say, "You really feel good about climbing way up there, don't you?" or "I know how sad you feel; you really wanted that toy." The ability to reflect a child's true feelings comes with observation and practice in being sensitive. Empathy, the ability to feel as others feel, is important.

D. Get to know the children better toward whom you find yourself feeling negatively. This happens occasionally, and you have to cope with this feeling as quickly as you can. It usually helps if you understand the child better. Perhaps some teachers' negative feelings may come from a child who exhibits one of their own weaknesses. For example: If you were whiny and unpopular as a child, then children with these traits may now bother you. Realizing the source of the feeling may help you plan ways to respond to the child's needs.

CHAPTER VII

INDIRECT GUIDANCE

RATIONALE

Structuring the environment and program enables teachers and children to function cooperatively in the center. When the environment fosters positive behavior, children are able to develop relationships and express themselves freely. Teachers are more relaxed and can devote their time to the individual needs of the children.

Limits must be set to maintain order and provide security. As children learn these limits, they will feel comfortable in the situation and become involved in activities.

ESSENTIAL CONTENT INFORMATION

I. INDIRECT GUIDANCE

A. Indirect guidance influences a child's behavior through the management of space, equipment, materials, and people in the child's environment.

B. Indirect guidance does not deal directly with the child. It is the behind the scene work and planning.

C. Indirect guidance approaches are the first line of approach for guidance of young children since merely removing or avoiding causes of problem behavior may well be the most effective approach to helping the young child.

II. TECHNIQUES OF INDIRECT GUIDANCE

A. Balance the number of children, the age and sex composition of the group with the number and experience of the teaching staff.

1. These factors are important in the management of a group and the giving of attention to the individual needs of children.

2. Large numbers of children in a single group prove excessively stimulating and fatiguing to each other. Wholesaling children in large masses without adequate adult loving care is a practice to be avoided.

B. Plan a balanced program of activities with a senquence of events to meet the developmental level of the children.

1. A scheduled sequence of events should be followed daily, with only minor changes. This gives children considerable security and understanding of what to expect. Knowing what follows will give children clues as to how to behave.

2. Special considerations for the schedules that the children's families maintain will be a determining factor, such as children coming to the center mid-morning, or arriving hungry because they ate early in the morning and so on.

C. Arrange the center space so there are clues as to appropriate behavior for that space.

1. When children look over the room and yard, they should be able to tell whether a space is for noisy play, for individual or group play, or for active or passive play. Clues may be understood from the materials they see, the pictures displayed or the customary uses made of certain areas.

2. When multiple uses are made of the space, such as when naps are taken in the playroom, lowered lights and dividers placed in front of the play materials will give the children the clue that it is naptime instead of playtime.

D. Plan a rich and varied curriculum appropriate to ages and experience of the children.

1. If learning experiences are either too easy or too difficult, children may misbehave; boredom is one of the causes of misbehavior.

2. Boredom often changes the usually cooperative child to mischeivous. The center should be aware of activities in the kindergarten; for the part-time child different activities should be planned.

E. Arrange activities in an interesting way that invites participation.

1. Having materials out and ready to go will stimulate children to become involved with little direct contact from adults. They will sense the freedom they are allowed and will go to activities that attract them or to activities where friends they are comfortable with are playing.

2. Order is part of this type of guidance, suggesting a planned, orderly use of materials.

F. Arrange materials and equipment so children can use them safely and with minimum help.

1. Children like to feel "big" and independent. One often hears them say,, "I did it myself." Prepare finger foods for snacks and meals, so that children can feed themselves more easily.

2. Having a single-speed record player that fits the records supplied adds the the children's independence because they can operate it without adult help.

3. Arranging outdoor equipment away from fences eliminates much of the climbing of fences.

G. Store materials out of sight that you would rather children did not use.

1. Materials such as paper and paste should be provided for daily use only. Materials do need to be close by in case your early estimate is in error. Having to leave the room for supplies is a sure way to interfere with your management of a group.

2. Any dangerous supplies should be stored out of the children's room, preferably another room or a locked closet.

H. Arrange storage for toys and supplies near area of expected use and near a surface appropriate for their use. For example, block storage that is in a carpeted area protected from cross traffic near the storage for small animals, figures or vehicles will help block play go forward in a constructive way.

I. Equip the room and yard with sufficient play spaces for the number of children in the group.

Note: Play space indoors is thirty-five square feet and out of doors seventy-five square feet; the State of Oklahoma Day Care Centers and Family Day Care Homes require these dimensions.

J. Arrange learning centers so that the number of chairs available suggests the number of children appropriate at a given time.

1. The best teaching is usually accomplished with s small number of children, so when setting up the space the teacher should limit chairs to the specific number. Children will generally take the hint and pass by an activity when there is not an empty chair.

2. For example: A teacher trying to keep up with eight to ten fingerpainters surely cannot give assistance of reinforcement that is characteristic of effective teaching.

3. Groups of four to five may offer more satisfaction because they are more manageable. Repeat the popular activity on following days.

K. During center routines, observe children and always be alert to gain basic information about each child's behavior and needs.

1. This makes objective data relative to the child's behavior readily available.

2. From this data guidance strategies can be developed more thoroughly.

L. Confer with parents to develop a fuller understanding of the child's total experience and to gain assistance in deciding on guidance strategies.

1. Parents and teachers both need to know what the other is doing with the child.

2. By learning from parents more than can be observed at school, and by sharing information with parents, you can often substantially help with a child's behavior.

M. Provide children with physical examinations, hearing checks and eye examinations to identify possible physical handicaps or medical problems that may be corrected.

III. SETTING THE ENVIRONMENT

A. Balance the number of children, the age and sex composition of the group with the number and experience of the teaching staff.

1. These factors are important in the management of a group and giving attention to individual needs of children. This involves the careful selection of an equal number of boys and girls with birthdays from each quarter of the year.

2. The ratio of adults to children depends on the children's ages. The Office of Child Development in Guides for Day Care Licensing recommends minimum staff requirements for facilities serving thirteen or more children as follows:

   a. 0 to 2 years---1 adult to 4 children
   b. 2 to 3 years---1 adult to 5 children
   c. 3 to 5 years---1 adult to 10 children

3. Large numbers of children in a single group prove excessively stimulating and fatiguing to each other. The younger children need to be in a smaller group. For infants and toddlers, the group should be no larger than six. Three and four-year-olds should be in groups of less than twenty to encourage friendships among children. Wholesaling children in large masses without adequate adult loving care is a practice to be avoided.

B. Plan a balanced program of activities with a sequence of events to meet the developmental levels of the children.

1. A scheduled sequence of events should be followed daily, with only minor changes. This gives children considerable security and understanding of what to expect. Knowing what follows will give children clues as to how to behave.

2. Special considerations for the schedules the children's families maintain will be a determining factor, such as children coming to the center mid-morning or arriving hungry because they ate early in the morning and so on.

C. Arrange the center space so there are clues as to appropriate behavior for that space.

1. When children look over the room and yard, they should be able to tell whether a space is for noisy play, for individual or group play, or for active or passive play. Clues may be understood from the materials they see, the pictures displayed or the customary uses made of certain areas.

2. When multiple uses are made of space, such as when naps are taken in the playroom, lowered lights and dividers placed in front of the play materials will give the child the clue that it is naptime instead of playtime.

D. Plan a rich and varied curriculum appropriate to ages and experience of the children.

1. If learning experiences are either too easy or too difficult, children may misbehave; boredom is one of the causes of misbehavior.

2. Boredom often changes the usually cooperative child to mischievous. The center should be aware of activities in the kindergarten; for the part-time child different activities should be planned.

E. Arrange activities in an interesting way that invites participation.

1. Having materials out and ready to go will stimulate children to become involved with little direct contact with adults. They will sense the freedom they are allowed and will go to activities that attract them or to activities where friends they are comfortable with are playing.

2. Order is part of this type of guidance, suggesting a planned, orderly use of materials.

F. Arrange materials and equipment so children can use them safely and with a minimum of help.

1. Children like to feel "big" and independent. One often hears them say, "I did it myself." Prepare finger foods for snacks and meals, so that the children can feed themselves more easily.

2. Having a single-speed record player that fits the records supplied adds to the children's independence because they can operate it without adult help.

3. Arranging outdoor equipment away from fences eliminates much of the climbing of fences.

G. Store materials out of sight that you would rather children did not use.

1. Materials such as paper and paste should be provided for daily use only. Materials do need to be close by in case your early estimate is in error. Having to leave the room for supplies is a sure way to interfere with your management of a group.

2. Any dangerous supplies should be stored out of the children's room, preferably another room or a locked closet.

IV. VALUES OF SETTING LIMITS

A. The setting of limits is an essential part of helping a child to act freely. Many things are beyond the child's capacity to judge with wisdom. When adults take the responsibility for these limits, they leave the child freerer to explore. Such children act with confidence because they are protected against mistakes.

B. To feel free, one must feel safe. Limits help children to:

1. Know they will have help to control themselves even when they lose control.

2. Know that others will also be controlled.

3. Establish self-control---"to do what they should do, even when the teacher is not looking."

CHAPTER VIII

POSITIVE GUIDANCE

RATIONALE

There are many guidance techniques available to teachers. Each teacher must determine which would be used most effectively. Both positive and negative techniques can be used, but neither should be detrimental to the development of the children.

An awareness of the various techniques of guidance, and how and when these are most effective, will allow flexibility to teachers to meet the individual needs of situations and children.

As teachers develop their own technique of guidance, they must remember the function of guidance in the development of children. In addition, if the guidance techniques are to be effective, they must have specific purposes.

ESSENTIAL CONTENT INFORMATION

I. POSITIVE GUIDANCE

A. What must the teacher do to develop positive guidance approaches?

1. First, remember that you are a constant model who is studied by your children every day.

   a. Children listen to your speech and grammar, then copy it.
   b. They look at your clothes and personal habits and imitate these.
   c. They watch your eating manners and your behavior toward people; they even perceive your political and religious views.
   d. What you tell them to do (don't hit), is never as well learned as what they actually see you do (hitting).

2. Second, pay careful attention to how you respond when children act.

   a. If you give them attention (laugh or smile) when they belch, you are strengthening belching behavior.

b. If you ignore belching (look away), it will be weakened.
c. Generally we want to:
   (1) Encourage good behavior by praising, rewarding, and complimenting good acts several times each day.
   (2) Discourage unwanted behaviors by ignoring them and not rewarding them. However, avoid the use of punishment to discourage bad behavior.

3. Praise appropriate or good behaviors.

a. Wise adults spend more time and energy trying to catch a child being good so they can reward and strengthen good behavior than they do trying to be policemen who punish a child for being bad.
b. Smile and give verbal compliments: "That's a fine job, Mary."
c. Tell children why they deserve a reward: "You cleaned the floor well; you wrote your name neatly; you were all very courteous or good sports."
d. Give special privileges: "The entire class gets ten extra minutes of recess; Billy, you may now have dessert, watch television, or have free reading.
e. Give rewards of physical contact: pats on the back, hugs around the shoulder, or if at home, hugs and squeezes.

4. Ignore unwanted or minor disrupting behaviors.

a. If we and others don't pay attention to naughty words, bad manners, or other mischief, it loses its fun and attention-getting value; it becomes a waste of time if all ignore it.
b. When children engage in bad behaviors, ignore it until you see them doing a good behavior; then praise them for that. Remember to accent the positive.
c. A wise teacher and parent learns to overlook and ignore a lot of petty behaviors and not to fuss over them.
d. If children's behavior is too disrupting, then a quiet, personal talk in which they are reminded of the rule may be necessary. If this is not sufficient, then they may need the next step---time out.
e. "Time out" from the enjoyable situations amounts to taking a privilege away from these children. The privilege was being allowed to stay in the room, watch television, play

at recess, or to do whatever they wish. For misbehavior they suffer the consequence of being removed from the place they were enjoying and being placed in a dull place. It is a brief restriction period. When using "time out" you should:

(1) Always give the children one reminder or warning that they are breaking the rules. If no rule covers the situation, then discuss it, develop a rule and do not restrict the children unless they break this rule.

(2) If they continue to break the rule, then calmly tell them that they have lost the privilege of staying in the group or wherever they were.

(3) Take them to a pre-arranged dull place. For example: the dullest corner of the room, a boring spot in the hall, the nurse's office for a rest on the cot, or a short rest on their beds.

(4) Tell them in five minutes they may return to the previous situation and resume in a mannerly way. If they fuss for that five minutes, they will earn five more minutes of cooling off time or restriction.

(5) Most people use time improperly. A brief restriction which can be used several times a day or many times a week is better than one restriction of an entire week. Using it many times for short periods offers children more chances to learn the consequences of their behavior.

(6) Above all, keep control of your temper and do not threaten the children.

B. The Use of Reinforcers in Positive Guidance Approaches

1. Types of reinforcers

a. Activity reinforcers---Such as riding a tricycle, getting to do something.

b. Material reinforcers---Such as candy, getting to have something.

c. People reinforcers---Such as the teacher or parent giving praise, hugs, pats on back.

2. Effectively using reinforcers with young children

a. Usually material reinforcers are used with people or verbal reinforcers.

b. To the average preschool child, verbal rewards are highly rewarding.

c. When a new behavior is being taught, that behavior should be reinforced every time it occurs.

d. As new behavior becomes consistent, reinforcement following the behavior can be presented less frequently.

e. Reward or punishment is more effective when it immediately follows the act.

Note: A consequence that is reinforcing to one child may not have the same effect for another child. Each child is unique in the particular consequences that are rewarding and punishing for that child. Thus, no two children respond exactly the same to reinforcers.

3. Peers and others are also sources of reinforcement.

a. While we may not be the one to pay attention to the children who belch at the table, throws tantrums or acts up, others present may reward them with their attention and thereby strengthen this behavior.

b. In situations where others are present and act as reinforcers, we need to consider these suggestions:

(1) Reward others for ignoring the attention-getter.

(2) Tell the whole group they will get a special reward or privilege when the wayward one improves: for instance, a group picnic, movie or special shopping trip for all of a particular group when one child of concern in the group improves in behavior. This will work positive peer pressure on the child and also will get the peers to reward the child and each other for good behavior. This is often how esprit de corps or feelings of team and group membership is formed.

C. Establish Democratic Rules

1. A few simple, clearly-understood, and fair rules will help children know what is expected of them at home or at school.

2. Discuss with the children what is a fair and necessary rule about an issue.

II. EFFECTIVE APPROACHES FOR GUIDING YOUNG CHILDREN

A. Uncertainty regarding rules will not work with children. They should know exactly what they can and cannot do. Rules should be clearly understood as well as the reasons for the rules, such as being on time, where to play, duties that are theirs, etc. A few basic rules should be all that are necessary for the guidance of children.

B. The goal in the guidance of children should be to have them become increasingly less dependent upon adult guidance for the control of their behavior.

C. The most effective guidance of children is achieved by helping them want to be good, rather than by making them be good.

D. There should be as much emphasis on making children happy as on making them well-behaved.

E. Children look to adults for guidance. If we set bad examples for them, they will not respect our guidance.

F. Basic to child guidance is a respect for children, sincerity with them, and acceptance of them as worthwhile persons.

G. Always avoid talking about children in front of them or other children.

H. To be accepted and respected, authority must be consistent from one occasion to another and have agreement in practice between the sources of authority.

I. Good behavior should be recognized with verbal expressions, such as "you helped me a lot," or with a pat on the back.

J. To obtain behavioral conformance avoid using unfulfilled threats of punishment, severe penalties, and references to past failures. These methods bring about resentment, rebellion, and hatred for authority in a child.

K. Rule through force, fear, or intimidation is effective only as long as the force, fear, or intimidation exists.

L. Let the children feel that you accept them while you let them know that you disapprove of some of their behavior.

III. CONSIDERATIONS OF APPROACH AND ATTITUDE THAT EARLY CHILDHOOD WORKERS SHOULD CONTINUALLY BE AWARE OF IN EFFECTIVELY RELATING TO AND GUIDING YOUNG CHILDREN

A. All normal children have stresses and conflicts; they all exhibit problem behavior from time to time.

B. Early childhood workers should be cautious in placing labels on problem behavior.

C. Problem behavior in young children should be viewed as their way of adjusting to problem situations that they have. With new and positive experiences, they can learn more acceptable behavior.

D. Focus and attention should be placed on acceptable behavior rather than on problem behavior. Take a positive outlook and call attention to acceptable behavior rather than continually seeing and drawing attention to problem behavior.

CHAPTER IX

IMPORTANCE OF TEACHER ATTITUDES AND BEHAVIORS

RATIONALE

Teachers' values can interfere with their understanding of children and children's behavior. Consequently, teachers must become familiar with the common behaviors of children and what these behaviors mean, and gain an awareness of self.

ESSENTIAL CONTENT INFORMATION

I. IMPORTANCE OF SELF UNDERSTANDING

A. Feelings Influence Behavior

1. The teacher, like the children, has feelings which are expressed through behavior.

2. Adults tend to respond to their feelings less directly and less openly than children.

B. Adults are not always aware of their own feelings.

1. Between childhood and adulthood, people learn that they must control their emotions. Often we control our feelings so well that we hide them, even from ourselves. This is especially true of the unpleasant emotions---jealousy, fear, anger, hate or dislike.

2. Many of us are taught that we should not have these feelings; we feel guilty if we do have them. This causes us to deny that we have such feelings. The problem is that the feeling is still there, whether we admit it or not, and it still influences our behavior.

C. The adult's responses are often inappropriate or unacceptable.

1. Adults have learned to express their feelings less directly and less openly than young children.

2. Adults who are not aware of or do not accept their own feelings are likely to make inappropriate or unacceptable responses.

D. Self-acceptance is necessary for self-understanding.

1. Before we can even begin to understand our feelings and behavior (our responses to specific feelings), we must be able to recognize and accept our feelings---especially the unpleasant feelings.

2. It is very difficult and painful for most of us to even admit that we have such feelings as jealousy, hate or dislike, envy, anger, etc. It is even more difficult to accept these feelings---to feel that "I am not a bad person for having such feelings."

E. Self-understanding is necessary for changing inappropriate responses.

Inappropriate responses can be changed only when we understand what we feel, why we feel this way, and why we respond as we do.

F. Children are influenced by the feelings of teachers.

1. Children usually can tell what their teachers feel, even when the teachers try to hide or are unaware of their own true feelings.

2. For example: Marcia could tell that her teacher didn't like her, not by what she said but by the way she said it. This is not only confusing to the child, but it is also providing a poor model for behavior. Marcia is learning that people should try to hide their true feelings.

II. WHAT WE NEED TO UNDERSTAND ABOUT OURSELVES

Although each of us has had different specific experiences throughout our lives, there are general experiences we have in common which may influence our relationships with the children we teach.

A. Our own childhood experiences influence the way we feel and behave as adults.

1. We were all children once. What happened to us as children still influences what we are like as adults.

2. We were all members of families. Our relationships in our own family during childhood still affects our responses to others and to certain situations and events.

3. We all met frustrations in the growing-up process. As a result, of the frustrations that are an inevitable part of the growing-up process, we all have feelings of resentment and hostility. Most of us feel more resentment than we can manage comfortably on all occasions; thus our negative feelings often spill out in inappropriate ways in many situations.

4. We were all disciplined as children. There is a tendency for adults to use the same discipline techniques their parents used with them. It is vital that teachers of young children follow sound principles of guidance based on what is known about the needs and characteristics of children at various stages of development.

B. <u>All of us tend to resist change</u>.

1. It is difficult for us to achieve any real change in our thinking and in our behavior. Change involves uncertainties, yet dealing with the uncertain makes us uncomfortable. Only by recognizing this tendency to resist can we overcome it.

2. It is important that teachers of young children be open to new and different points of view---to profit from the thinking of others without feeling threatened by it. Only in this way will they be free to try more effective child guidance techniques and do away with their old, less-effective ways of dealing with children.

C. <u>We need to accept all the feelings we have</u>.

1. We have more ability to handle feelings when we know that they exist and when we accept them.

2. It is essential not to feel ashamed or guilty about the feelings we have---especially the unpleasant ones.

3. When we do not recognize or accept our feelings, they can interfere with our thinking and behavior more than if we had accepted them.

D. <u>We need to recognize the uncertainty of feelings</u>.

1. Feelings are usually mixed. Feeling comfortable or uncomfortable, enjoying and not enjoying, loving and hating are all mixed together.

2. We seldom feel completely one way or the other about a person or a situation.

E. We need to try to understand, rather than judge, ourselves and others.

1. Little is gained when we blame or praise ourselves or others for the way we or they feel or behave.

2. We make progress only when we try to understand why we or they behave or feel a particular way.

3. It is especially important for teachers to find out why children behave as they do if the teacher is to help them develop more positive patterns of behavior.

F. We are likely to feel inadequate in a new situation.

1. It is perfectly normal for new teachers or aides to feel inadequate when they first begin to work in the child care center; a new teacher cannot possibly be prepared for all that may happen---it takes time and experience to become adequate.

2. It is important to feel comfortable about this feeling of inadequacy and to enjoy our successes as we begin to have them.

III. CHARACTERISTIC RESPONSES TO FEELINGS OF INADEQUACY

Frequently we try to deny our feelings of inadequacy. We only increase these feelings by struggling against them, making it more difficult to develop constructive ways of behaving. There are four main ways we try to defend ourselves against feeling inadequate:

A. We may do unnecessary things like talking to children when it serves no useful purpose; offering help which is not needed; or trying to start activities which have no real place at the moment in the child's pattern of play.

B. We may withdraw and take no action at all---either ignoring the child's behavior or waiting for another teacher to step in.

C. We may fight against the necessity for direction at first by being critical of the direction given.

D. We may seek reassurance by trying to be completely dependent on instructions, insisting that these be specific and detailed so that there is no room for uncertainty.

IV. HELPING RELATIONSHIP

A. Definition of a Helping Relationship

Carl Rogers has defined a helping relationship as . . . "a relationship in which at least one of the parties has the intent of promoting the growth, development, maturity, improved coping with life, of the other." The other in this sense, may be one individual or a group.

1. This definition covers a wide range of relationships including those between teachers and preschool children. Preschool teachers attempt to promote the total growth of the children with whom they work. In order to achieve this goal, these teachers must understand the principles of child growth and development as well as the methods of teaching young children; however, the most important element is the teachers themselves.

2. The teachers' individual attitudes and feelings are more important than their teaching techniques.

B. Characteristics of a Helping Relationship

1. Work towards being dependable, trustworthy, and consistent with the children. This does not mean being punctual or being consistent in enforcing rules. It means being real with children.

2. Work towards being aware of and acceptant of your own feelings.

   a. Our true feelings influence our behavior, even those we are unaware of or do not accept.
   b. Teachers who are annoyed by particular children, but are either unaware of their own feelings or try to deny them, will probably communicate one message to the child through words, but at the same time, will also communicate the annoyance in certain subtle ways. This confuses the children and makes them distrustful of these teachers.

3. Work towards experiencing positive attitudes---warmth, concern, affection, interest, and respect.

   a. Teachers often feel that they must establish and maintain an emotional distance between themselves and the children they teach.
   b. It is a real achievement when teachers realize that it is safe to care deeply about each child, that it is safe to relate to each of the children as individuals they like, respect, are interested in, etc.

4. Work towards a positive self-concept to enable the separation of your own needs and feelings from those of the child.

5. Work towards being secure enough within yourself to permit the children their own separateness.

   a. This means giving children the freedom to be themselves, rather than feeling that they should always follow the teacher's advice or remain somewhat dependent on the teacher.
   b. The teacher who is the least secure is the one who tries to make all the children fit into a certain mold. Such a teacher does not help children become independent.

6. Work towards understanding children's real feelings and the true meanings of their experiences.

   a. This means being able to put yourself in the children's place---looking at the world through their eyes.
   b. There is no judgement involved.
   c. Teachers are often so intent on changing the behavior of children that they fail to try to understand what the children are really feeling at the moment or to see the situation as the children see it.

7. Work towards accepting each of the children exactly as they are and communicating this acceptance of them.

   a. This means accepting all aspects of each child's feelings or behavior, not just some of them. When we disapprove of a particular aspect of the child's feelings or behavior, we silently or openly communicate our disapproval.

b. It is difficult for children to change or grow in an area or potential which we cannot fully accept in them.

8. Work towards acting with enough sensitivity in the relationship that your behavior will not be a threat to the child. The more sensitive we are to the feelings of others, the more we free them to experience and deal with their own feelings and inner conflicts.

9. Work towards freeing the child from the threat of being judged by you.

   a. This refers to positive as well as negative judgements; telling children they are good implies that you also have the right to tell them they are bad.
   b. This does not mean that we should never praise children's efforts or encourage them to do even better.
   c. It does mean that we should help them reach the point where they recognize that they are responsible for evaluating their own behavior.
   d. The goal is to allow them the freedom to become self-responsible persons.

10. Work towards regarding children as individuals who are in the process of "becoming."

   a. All of us have certain potentials, or possibilities, for growth; we are in the process of becoming or of developing these potentials.
   b. If we label children as naughty or stupid, we are limiting our own expectations of what they can become.
   c. We then tend to treat them as though we expect them to always be naughty or stupid. Research has shown that when teachers label children, rather than recognize their potential for growth, they limit what the children will actually become.

CHAPTER X

WHY GUIDANCE TECHNIQUES MAY FAIL

RATIONALE

The guidance techniques used with young children may sometimes be ineffective. When this occurs, the situation must be assessed to attempt to find the cause. Some children have a handicap condition---emotional, intellectual, physiological---which makes it difficult to work with them in a positive way. More often, the fault lies in the structuring of the environment and/or the guidance techniques used. Children quickly detect situations of which they can take advantage to achieve their own behavioral goals which may be inappropriate. Observation and/or consultation with a skilled teacher or health services professional may be needed to analyze and work with the situation.

ESSENTIAL CONTENT INFORMATION

I. POOR ENVIRONMENTAL PLANNING RESULTS IN NEGATIVE BEHAVIOR.

A. Overstimulating Environment

1. Descriptors

a. When the child-adult ratio is too large
b. When too many active activities occur in sequence
c. When too many materials are available to the child
d. When the room is arranged chaotically
e. When there are no rules or limits to the children's behavior.

2. Possible Results

a. The children become overstimulated.
b. Active and aggressive behavior increase.
c. Children have difficulty concentrating on tasks.
d. Social conflict increases.
e. Self-control decreases.

B. Understimulating Environment

1. Descriptors

a. When activities are too advanced for the children's abilities
b. When there are excessive limits so that normal behavior is restricted
c. When the children are forced into activities or routines they resist
e. When materials which children are not allowed to use are stored where they can be seen

2. Possible Results

a. The children become frustrated.
b. Their levels of behavior and performance regress.
c. The children become hostile and aggressive.
d. Their self-control decreases.

II. PATTERNS OF TEACHER BEHAVIOR WHICH FOSTER NEGATIVE BEHAVIORS IN CHILDREN

A. Undue Attention to Negative Behavior

1. Teacher Behavior

Teachers often pay attention to the children who are disruptive or display negative behavior while ignoring children who behave appropriately.

2. Children's Response

The children may learn to "be bad" or behave inappropriately in order to get attention. Negative attention is better than being ignored.

a. Children may learn to do disruptive things such as throw things, refuse to do tasks, fight, etc.
b. Children may learn to engage in inappropriate behavior such as dawdling, whining, showing off, ignoring requests, etc.

B. Inconsistency

1. Giving in

a. Teacher Behavior---Teachers often give in to the demands of children who continue to repeat requests.
b. Children's Response---Children may learn that if teachers are harrassed long enough, they will give in to the demands.

2. Inconsistent Speech and Action

a. Teacher Behavior---Teachers often say one thing and do another.
b. Children's Response---Children may learn to ignore the teacher's verbal instructions, at least for the first few times.

3. Changing Limits

a. Teacher Behavior---Teachers often enforce the limits one day, but not the next day; or they allow behaviors one day, but not the next.
b. Children's Response---The children may learn to test their limits constantly because they are never sure how far they can go with their behavior before being stopped.

4. Not Keeping Word

a. Teacher Behavior---Teachers often make threats or promises and do not carry them out.
b. Children's Response---The children may learn to ignore what the teacher says, to break rules, and to test the limits.

C. Serving as a Poor Model

One of the primary ways that children learn is through modeling on the behavior of significant others.

1. Behaving Aggressively

a. Teacher Behavior---The teacher may tell the children to cooperate, yet may have conflict with other teachers.
b. Children's Response---Children are more likely to imitate what they see than what they are told.

2. Expression of Emotions

a. Teacher Behavior---Teachers tell the children to talk about their feelings instead of hitting and yelling, yet they may raise their own voices to the children when they are angry with them.
b. Children's Response---Children learn that it is acceptable to act aggressively when you are mad or when you are a lot bigger than someone else (bullying).

3. Using Poor Manners

a. Teacher Behavior---The teacher may often plan lessons on manners and social living skills, yet does not practice these.
b. Children's Response---Children imitate what is seen rather than what is heard. Thus, they may learn that social skills are something you talk about, but do not necessarily have to acquire.

4. Failure to Abide by the Rules of the Center

a. Teacher Behavior---The teacher often establishes limits for children's behavior, but does not always abide by them.
b. Children's Response---Children learn not to follow the rules.

D. Undue Attention to "Good" Behavior

1. Teacher Behavior

Teachers sometimes give too much attention and praise to children for being "good." This may tell the children that they have to be "good" in order to be valued.

2. Children's Response

Children may learn to always be "good" in order to get praise and attention, or to be valued.

a. Children may learn to charm others to get their way.
b. Children may learn to always smile and be agreeable.

c. Children may learn to always do everything just right.
d. Children may learn that they must excel in everything that is attempted or be a failure.
e. Children may learn to be quiet and not speak out.

CHAPTER XI

TEACHER RESOURCES

INTRODUCTION

Activities for young children must be organized to be effective and require evaluation to determine their effectiveness. Through the use of an activity file card system, the individual teacher can better organize his/her time to meet the individual needs of the children.

When activity plans are written in a uniform fashion and kept in an organized manner, a volunteer, aide, or substitute can become familiar with what is being done and be of assistance to the teacher. In addition, the file cards provide a useful reference for future teaching of young children and provide a resource when the teacher is at a loss for activity ideas.

ESSENTIAL CONTENT INFORMATION

I SETTING UP THE ACTIVITY CARD FILE

A. Procedures for Developing the File

1. Obtain a 5" x 8" file box and file cards.
2. Divide the file into your chosen curriculum divisions.
3. Develop learning activities for each curriculum division to carry out your yearly and weekly program plans.
4. Keep extra cards available to write up new activities you learn from other teachers and at workshops.

B. Suggested Curriculum Divisions

1. Topical

    a. Art
    b. Body skills
    c. Family
    d. Health
    e. Language
    f. Mathematics
    g. Movement

h. Music
i. Nutrition
j. Safety
k. Science
l. Self-concept
m. Social Science
n. Transitions

2. Developmental

a. Fine motor
b. Gross motor
c. Social
d. Emotional
e. Cognitive
f. Language
g. Appreciation

II. COMPONENTS OF AN ACTIVITY CARD

A. Teacher Developed Activities

The following format would be used for activities which the individual designs or develops after seeing the activity presented by someone else. It should not be used to duplicate information from a resource which the teacher has available for future use.

1. Concept or Skills---A general topic of what will be taught. This is similar to a teacher goal.

2. Activity---The title of the activity

3. Learning Center---Where this activity will typically be done in the classroom or center.

4. Grouping---The size group for which the activity is best suited and/or the age group for which the activity is appropriate.

5. Objective---A statement of the behavior(s) that the child(ren) should be able to perform upon completion of the activity.

6. Materials---A listing of all the items needed for carrying out the activity.

7. Procedures---A sequential listing of all the steps involved in carrying out the activity.

8. Other Concepts or Skills---A list of other concepts or skills (if any) which can be developed by this activity.

9. Other Activities---A list of other activities (if any) which will also teach this concept or skill.

10. Recommendations---(This information should be on the back of the card). A critique of the activity to determine if the objective(s) were accomplished. The recommendations would also include statements useful for future reference about how the activity could be improved, appropriateness for age level, etc.

B. Activities from Resource Books

The following format would be used for activities which can be found detailed in a resource which the teacher possesses or has readily available. It is not necessary to duplicate the information in the resource, but an activity card needs to be written to aid in location of the information.

1. Concept or Skill---A general topic of what will be taught. This is similar to a teacher goal.

2. Activity---The title of the activity

3. Learning Center---Where this activity will typically be done in the classroom or center.

4. Grouping---The size group for which the activity is best suited and/or the age group for which the activity is appropriate.

5. Resource---The title of the resource where the activity is detailed.

6. Page---The page number in the resource where the activity is detailed.

7. Other Concepts or Skills---A list of other concepts or skills (if any) which can be developed by this activity.

8. Other Activities---A list of other activities (if any) which will also teach this concept or skill.

9. Recommendations---(This information should be on the back of the card). A critique of the activity to determine if the objective(s) were accomplished. The recommendations would also include statements useful for future reference about how the activity might be improved, appropriateness for the age level, etc.

III. SAMPLE ACTIVITY CARDS

(See page 76)

IV. RESOURCE UNIT CARDS

A. Definition

A summary of the activities and resources available for teaching a specific concept or theme.

B. Purpose

A resource unit card provides a quick, easy reference for developing weekly and daily plans. It provides an overall picture of an instructional unit.

C. Components of the Resource Unit Card

1. General concept or theme

2. Specific objectives for the children to accomplish to develop an understanding of the theme or concept.

3. Titles of specific activities, resources, field trips, etc. that will be utilized in teaching the concept or theme. (Specific activities will be detailed on activity cards and complete plans will be written in the instructional unit).

4. Resources

a. Books, stories, films, pictures
b. Poems, fingerplays
c. Songs, records, rhythms
d. Dramatic play themes
e. Outdoor activities
f. Art activities
g. Field trips
h. Manipulative materials
i. Visitors
j. Cooking experiences
k. Group discussions
l. Other

V. SAMPLE RESOURCE UNIT CARD

(See page 78)

VI. RESOURCE FILE

A. Definition

An organized collection of materials to support the instructional units. The file includes materials which the teacher will utilize in activities with the children. Utilization of specific materials will be detailed on activity cards.

B. Purpose

To provide a convenient method for organizing pictures, flannel stories, etc. for utilization while teaching.

C. Organizing the Resource File - Pictures Section

1. Gather a variety of pictures to support the range of concepts you will be presenting to the children.

2. Cut out, mount, and cover with contact paper.

3. Sort pictures into categories.

4. Label folders and file pictures.

5. Similar folders can be made for flannel stories, patterns, picture cards, etc.

6. Concepts which the picture teaches and questions about the picture which will develop a concept should be written on the back of each picture.

D. Organizing the Resource File - Flannel Stories, Puppet Stories, Etc.

1. Sort stories into categories.

2. Label folders and file stories.

3. Include concepts which the story teaches and questions about the story on the story script.

E. Other Materials

1. Transitions

2. Recipes

3. Bulletin board ideas/materials

4. Songs

F. Organizing the Resource File - Children's Books and Stories

1. Write a book card on any children's book or story you feel will teach the concepts of your program, support the themes, entertain the children, teach language, etc.

2. Each book card should contain the following:

   a. Title
   b. Author
   c. Publisher
   d. Date of publication
   e. Cost (if available)
   f. Summary of content
   g. List of concepts the book or story teaches
   h. Where book is located---center, library, home, etc.

3. Sort cards into categories.

4. Label folders and file cards.

5. Sample book card
(See page 80)

G. Organizing the Resource File---Parent Education Materials

1. Gather a variety of materials which are good teaching aids for parents. These may include pamphlets, flyers, booklets, materials which you make yourself, etc.

2. The materials should be ones which you can obtain free or which may be reproduced for distribution.

3. For each piece of material, attach a card listing the following:

   a. Title of material
   b. Where material can be obtained
   c. Contact person, if applicable
   d. Cost (if any)
   e. Basic Concepts which the material presents
   f. Evaluation of the material

4. Sort materials into categories.

5. Label folders and file materials.

ACTIVITY CARD

The following is a reduced sample of the Activity Card for the trainee to write up activities which he/she learns from others, makes up himself/herself, etc. Specific information regarding the development of the card is presented in the "Teacher Resources" chapter of each curriculum book.

Concept/Skill:	Activity:
Learning Center:	Grouping:
Objective:	
Materials:	
Procedures:	
Other Concepts/Skills:	Other Activities:

ACTIVITY CARD

The following is a reduced sample of the Activity Card for the trainee to write up activities which he/she finds in books and materials which he/she owns or has ready access to in the center. Specific information regarding the development of the card is presented in the "Teacher Resources" chapter of each curriculum book.

Concept/Skill: Learning Center: Resource: Page:	Activity: Grouping:
Other Concepts/Skills:	Other Activities:

RESOURCE OR LEARNING UNIT

THEME/CONCEPT/SKILL:			CURRICULUM AREA:	
Books, Stories, Films	Poems, Fingerplays	Songs, Rhythms, Records	Dramatic Play	Gross Motor

RESOURCE OR LEARNING UNIT

THEME/CONCEPT/SKILL: CURRICULUM AREA:

Manipulative Materials	Art Activities	Field Trips	Cooking Experiences	Community Visitors	Other

BOOK CARD

The following is a reduced sample of the Book Card for the trainee to write up children's books which he/she reads and has access to for use with the children. Specific information regarding the development of the card is presented in the "Teacher Resources" chapter of the curriculum book.

Concept/Skill:	Title:
Author:	Publisher:
Cost: (If available)	
Summary or description of the content:	
List of all major concepts which the story will teach:	

CHAPTER XII

PORTFOLIO DEVELOPMENT

As a part of the assessment and credentialing process for the Child Development Associate Credential, the Candidate (trainee) must develop a Portfolio. The Portfolio should contain materials which present a complete and accurate picture of the Candidate's competence in working with three to five year old children in a group setting.

A. REQUIREMENTS

Child Development Associate Consortium guidelines for development of the Portfolio are broad and general. The Portfolio must include (1) a personal profile of the Candidate, of no more than 300 words; (2) thirteen sections, one for each of the functional areas; (3) at least one piece of evidence in each of the thirteen functional areas, accompanied by a written explanation of the reason the evidence is included and the way it demonstrates the Candidate's work with children, and (4) each piece of evidence must be labeled with the functional area.

The Portfolio is not a scrapbook, and pieces of evidence should be selected carefully. Developing the Portfolio should be a learning experience and an outgrowth of the Candidate's training and working with children.

B. OPTIONAL INFORMATION FOR THE PORTFOLIO

The following suggestions for the Portfolio are NOT requirements, but ideas that have proved successful for many candidates during the field test of these materials.

1. Description of the setting, including type of center, information about the children's backgrounds and ages, etc.

2. Beliefs about Early Childhood Education, including a brief discussion of the Candidate's philosophy of early childhood education.

3. For each of the thirteen functional areas, include the following pieces of evidence:
   a. Rationale---a discussion of the reasons the Candidate feels that the functional area is important to a program for young children.
   b. Goals---a listing of the broad goals in the specific functional areas that the Candidate has set for the program and/or the children for the year.
   c. Evidence---two additional pieces of evidence which illustrate the Candidate's competence in each area, including a written explanation for each. (Including these pieces of evidence in the Portfolio will give a minimum of four pieces of evidence for each of the thirteen

functional areas, rather than the one that is required.)

4. Illustrating Evidence---Pieces of evidence may be sketches, photographs, samples, examples, or written descriptions of the activity or item presented. The Candidate would then write a brief explanation showing the ways in which the evidence demonstrates competence in the area and the reason for its being in the Portfolio.

5. Neat and legible---this may be printed, longhand, or typed.

6. Easy to handle---large cumbersome materials and items falling out provide difficulty for each person reviewing the Portfolio. Select a format for the Portfolio and keep it simple and consistent. (Most Candidates have found that a loose leaf notebook or manila folders provide the best format.)

The Portfolio Outline and the Sample Portfolio which follow are designed to provide a guide for trainers and trainees working toward assessment. Through field testing the materials, these guides have proved beneficial to trainees in developing their own individual Portfolios.

PORTFOLIO OUTLINE

I. Entering Materials in the Portfolio

A. Include the title of the functional area and the evidence number in the upper right-hand corner of each piece of evidence.
B. Explain the reason for including the piece of evidence in the specific functional area.
C. Describe how the piece of evidence demonstrates the individual's competence in the functional area.
D. If a piece of evidence pertains to more than one functional area, include it only once, and in the description, note the other area(s) to which it pertains.
E. Mount or index materials in a uniform manner.
F. Be neat and organized.

II. Sample Rationale

Nutrition is vital to the development of preschool children. A knowledge of nutrition is essential for the individuals in a child development center where they are responsible for the health and welfare of each child in the center.

Teachers in a child development center should be committed to the development of the whole child, which means they must develop the ability to plan and prepare nutritious meals and snacks for children. In addition, they must provide experiences in the curriculum to promote good nutrition and mealtime habits in children. Throughout, the teacher must consider the child's developmental level and home environment.

III. Sample Goals

A. Each child will be able to select the foods necessary in a daily balanced diet.
B. Each child will be able to serve many foods for himself/herself.
C. Each child will be able to try new foods prepared in a new way, with a minimum of pursuading.
D. Each child will show a positive increase in physical development.
E. Each child identified as having a nutrition deficiency will be provided with a program to correct the deficiency.

GROUP MANAGEMENT

Definition
Provides a positive routine and establishes simple rules with the group that are understood and accepted by the children and adults.

Rationale
Describe the importance of the functional area.

Goals
List the goals for the year for the group to accomplish.

Other Pieces of Evidence might be:
Daily Schedule---describe the daily schedule, including routines; describe how the schedule was developed, by whom, and who approved the plan. If you did not design the schedule, indicate any changes you would make in the schedule and why.

Center Rules---describe the rules in the center that the children must follow; describe who designed the rules, how they meet the developmental needs of the children, how they are taught, and your feelings about the rules.

Class Rules---describe the rules in the classroom that the children must follow; describe who designed these rules, how they meet the developmental needs of the children and how they are taught.

Guidance Techniques---describe the guidance techniques which are implemented for teaching rules in the center and classroom.

Individualization of Management of the Group---describe the methods by which rules are individualized to meet the specific needs of each child; when rules are individualized and why.

GROUP MANAGEMENT RATIONALE

When there is a group of children to be cared for for several hours, the teacher must be organized to provide for smooth functioning of the group and to be able to handle emergencies when they arise. Good group management includes: (1) a room arrangement which enables children to move easily from one area to another without being disruptive; (2) a daily schedule which children can count on most of the time so they can anticipate what is next; (3) adequate materials and equipment for the number of children; (4) rules for safety and smooth functioning; (5) daily plans which staff and volunteers can easily follow; and (6) plenty of back-up activities for when things don't go as planned.

To be a good group manager one can be flexible when necessary because she is organized and thus meet the specific needs of the group and each individual.

GROUP MANAGEMENT GOALS

1. To provide simple rules for the center as a whole and the learning centers; to demonstrate these rules on a consistent basis.

2. To establish and follow a basic routine to make the day easier for the children.

3. To provide only necessary restraints on behavior and realistic ones.

4. To provide an environment (physical) and atmosphere which encourages positive behavior.

5. To provide consistent and fair discipline to all children.

6. To keep the children involved and occupied so as not to set the stage for undesirable behavior.

7. To not expect more of the children than their development allows.

8. To set an example in following rules.

9. To provide an environment which is organized in such a way as to allow children to move freely and easily from one activity to another.

RULE CHARTS

In each of our learning centers we have a chart with the rules for the area written in words and where we can, pictures. The rules are gone over with the children and when a child doesn't follow the rules, we take him to the rules chart and go over the rule he broke. This is a type of group management, but it also teaches reading skills.

TRANSITIONS

Transitions are an important part of good group management because they allow children to move easily from one activity to another in daily program.

As we are ready to end one segment of the day and begin another, I give a warning that we need to complete what we are doing, put things away, clean-up, etc. For the slower children, I give the warning a little early and encourage them to finish. I sometimes set the times and we talk about how much time we have and go from there.

While this going on, I have the other adults ready for the next activity and either do fingerplays, songs, or rhymes with the children. I try to avoid abrupt stops and starts with the children and whenever possible move a few at a time from one activity to another.

I have found that lining up to go outside or to the bathroom etc. causes more problems than I can deal with, so by moving a few at a time we don't need the lines at these times. It takes a lot of planning to get this started, but it also helps the children take more responsibility for themselves.

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